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## Advertising Messages in Media and Education for Media

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### Abstract

*The aim of this paper is to show different effects of advertising messages on health and social functioning of children, as well as possibilities to protect them from those contents that could harm their proper psycho-physical development. According to the study of the GfK center for market research, 84% of children watch television advertisements and 58% notice contents of large posters. There are different data obtained from research about the number of advertisements that children watch, and the estimate is that they see approximately 40.000 advertisements until their age of majority. Food, as the most common content of advertising is mentioned in television programme for about 10 times in an hour, and children's programme contains a number of advertisements regarding unhealthy food. Young people and children are a population that is easily influenced, while on the other hand, children influence their parents, meaning that children are good „advertising agents“. Marketing experts predict that children's influence on purchasing is going to double every ten years. Children see what the market dictates, thus it encourages consumerism, which results in many unwanted consequences in experiencing self and interpersonal relationships. A big problem in advertisements are subliminal messages which are aimed at fulfilling certain goals through invisible mode of action. Therefore, subliminal messages can have a certain influence on adolescents in the process of forming social relationships, maturity and their relationships with peers. It is therefore necessary to enrich the education system with education for media in order to develop critical thinking, resistance to aggressive advertising, deciding towards personal and common good and the use of positive media which may contribute to increasing awareness and knowledge.*

**Key words:** advertisements; children; consumer protection; education; subliminal messages

### Introduction

A product paves its way into the market through advertising which is a modern form of communication and its goal is to sell. Advertising propaganda is an integral part of the content of a large part of mass media, and makes a significant portion of the total revenue realized in media. Print media in Croatia account for 27% of revenue from advertising and television stations as much as 60% (Miliša, Tolić & Vertovšek, 2010). Television has long been a major source of advertising for children and young people and it is estimated that in one year children see around 40.000 advertisements (Kunkel, 2001). In recent years, a significant source are web sites and Business Week (according to Neuborne, 2001) has reported that more than two thirds of web sites designed for children rely on advertising as their primary source of income. Business Journal (2014) states, based on reports of HURA, that in 2013 investments in advertising through media in Croatia amounted to nearly 1.4 billion despite the decline in rental spaces of 7%. The largest part of the rented advertising space in media, or 685 million HRK, was related to television. At the same time, Internet is the only media with an increase in spending on advertising by 19%, which amounts to 107 million. That advertising is significant for profit is proven by the fact that earnings of Croatian advertising industry exceeds the value of 400 million Euros per year. The print media in Croatia make about 27% of advertising revenue, and the television 60% (Business Forum, 2015).



A large part of marketing experts, sociologists and psychologists study phenomena in the market of goods and service, which is why neuroeconomics developed as a field of study that includes different branches of neuroscience and economics with the aim to, among other things, explain the background for decision making and behavior of people as customers. Many companies use services of neuromarketing to measure reactions of consumers to their advertising messages and products. Ozretić Došen (2011) states that the research of marketing industry are aimed at uncover what consumers need and want, in order to create conditions for successful consideration and design of products, services and other items of exchange. On the other hand, there are many critics of the marketing industry who claim that its sole object is manipulation and earnings. Influence of the marketing industry is vividly presented in a controversial novel originally titled “99 Francs”, in Croatian translation „129,90 kn“ by a French writer Frederic Beigbeder, a former employee in marketing, through images: “...you will not escape me. Wherever you lower your view is where my commercial flourishes. I forbid you to get bored. I hinder you to think... your desire no longer belongs to you; I impose my own. I forbid you to want something randomly. Your desire is a result of investments carried out in millions of Euros. I decide today what you will want tomorrow...” (Beigbeder, 2002, p. 15).

Children are the most appropriate and the most interesting to marketing industry so most effort in creating advertisements is directed to the population of children. The goal of a real advertisement is receiving the message which gives the product a possibility for large distribution. This is why prices of advertisements are high because television does not sell its seconds, but its viewers (Poltrack, 1983). According to the study conducted by the center for market research GfK, television advertisements are seen by 84% of children, while 58% of children notice the contents of large posters (Žigo, 2008). Young people and children are the population that is most easily influenced, while on the other hand, children influence their parents easily, which is why it is believed that children are good advertising agents. Consumption among children is growing at a rate of 20% per year and purchase decisions triggered by children are expected to double every ten years (Mrvoš Pavić, 2010). American magazine The Economics (2006) published James McNeal's, marketing expert, estimations that children younger than 14 affected 47% of American household spending in 2005, amounting to more than \$700 billion. Marketing experts believe that before the creation of spending habits children develop preferences for certain brands (McNeal, 1999, according to Story and French, 2004). For this reason, marketing industry focuses its efforts precisely on this population. Because of these findings, the golden rule of marketing professionals is: “Put your brand into the child's head before age of 10” (Košir, Ranfal & Zgrabljic, 1999, p. 85).

### **The effect of advertisements on behavior and health of children**

Advertising is a source of information about products and is therefore highly appreciated among potential consumers. Advertising has both positive and negative effects. Opponents and critics of advertising point out its negative sides, while those promoting its positive sides are much rarer. According to Petra and Olson (1994), advertisements have an important role in the process of socializing children as consumers making them aware of brands and helping them learn about their use. According to a study conducted by British television (Smith & Bennett, 1990), about 21% of all advertisements display helping and altruistic behavior. Stout and Mouritsen (1988) state the results of a study about the content of advertisements with a conclusion that 59% of children's advertisements display prosocial behavior or positive qualities.

However, most of the media researchers point out a number of negative consequences of the effects that advertisements have on children and young people. Television is a media where children watch advertisements the most. Television advertisements have tendency to create attraction to certain products, which may have negative outcomes. Children demand from their parents to buy a product, and if they get rejected, it may cause conflicts between parents and children (McDermott, O'Sullivan, Stead & Hastings, 2006; Valkenburg & Cantor, 2002).

Television advertisements may lead to creating materialistic values in the minds of children (Valkenburg & Cantor, 2002) and they often have an impact on preference of food and obesity (Livingstone & Helsper, 2006; Puggelli & Bertolotti, 2014). Since children have a significant influence on parents, they affect about 60% of decisions when selecting a brand during family shopping, and even 20% of parents ask for their opinion (Renko, 2005).

Except toys and products intended for their age, children are often manipulated for the purchase of various products and services that are not intended for them at all, from softeners to cars and life insurance, in order to affect the consumption of their parents and families in an indirect way. Such way of advertising pressure does not only affect shopping, but other life values and behavior in the style of “have and be”. For this reason, children no longer live in the world of mystery and imagination, but share with adults a neurotic, consumer world where everything is revealed and accessible (Košir et al., 1999). In a modern society, consumerism is used to ease the doubt in our own value, satisfy unmet psychological needs and find safety in the world of media that create an illusion that fulfillment and happiness are achieved by possessing specific products and brands (Franz, 2013). Therefore, Neil Postman argues that consumerism has stolen children’s childhood (Postman, 1994).

Even worse than creating a desire for a different product are consequences which make stereotypes and imaginary experience of the world, forming a child’s view of the world. Children and young people see advertisements as entertaining and informative, which is why their influence is bad, because they still don’t have a realistic view on life. Children see what the market dictates and thus form attitudes and new trends. Apart from spending a lot of money, consequences also include false hopes and frequent disappointments. “Advertisements are a retouched (preferred) reality. It is a misconception that advertisements only offer a product. They are used primarily for manipulative purposes: to create needs and redefine real world with new messages and/or values” (Miliša et al., 2010, p. 69). Therefore, advertisements, which seem informative and often entertaining, become examples of humiliating human dignity, creating stereotypes, idols and desirable behaviors. More and more children and young people draw their self-consciousness from consumer mentality, they have to keep up with others, which changes the system of values... “ (Košir et al., 1999, p. 89).

Furthermore, the impact of advertising on health of children and adolescents is a topic that causes a large amount of debate. Analysis of advertising content about food shows a significant gap between the types of food in advertisements and recommended diet (Neville, Thomas & Bauman, 2005). More than 60% of advertisements promote sweets, soft drinks, snacks, fast food and toys (Strasburger, 1993). Food, as the most common content in advertisements and television programme is mentioned about ten times in one hour of prime time, and children’s programme is rich with advertisements for unhealthy food (Krilić, 2010).

According to Žigo (2008), advertisements for fruit and vegetables are rare, while advertisements for sweets and snacks are dominant. For this reason, in the last forty years, the number of obese children has tripled. Studies show that about 50% of girls in puberty want to be thinner (Krilić, 2010), and analysis of teenage magazines show a high proportion of articles devoted to various diets and slim appearance. Advertisements are also accompanied with different messages for risky behavior. Thus, according to the research conducted by the center for adolescents, the number of advertisements that contain alcohol has increased from 2001 to 2006 by 30% (Krilić, 2010).

Advertisements also encourage hedonism and consumerism and a large number of advertisements is being sexualized. “It is evident that things which could never be associated with sex are now being sexualized. Most of these advertisements are based on the idea that sex sells everything. From cars, tires, professional magazines (Geo), candy, detergents etc” (Miliša & Zloković, 2008, p. 72). Also, a large number of advertisements send a message about the ideal of beauty, which affects the attitudes about body image. Already in early adolescence, girls who accept articles and advertisements as important sources of information about being on diet and

maintaining a perfect body show a great dissatisfaction with their appearance (Pokrajac - Bulian et al., 2004). Hence the concern of the body image plays a central role in models that explain bulimia nervosa (Stice, 2002).

### **Subliminal messages**

A big problem in advertisements are subliminal or hidden messages. Subliminal messages are messages below the usual limits of human perception and for that reason our mind cannot register them consciously. Today we can say that subliminal messages are an everyday way of communication with consumers in a way that its ultimate goal is different from that on first glance. In advertising, this term means sending messages below the level of consciousness (Damjanov, 1991), and can be described as messages intended for achieving certain goals but through an invisible mode of action.

Since they are embedded into another object through a variety of verbal, visual and voice signals, subliminal messages enter human brain unconsciously, are being processed in the brain, but never come to mind. Every conscious perception is subject to assessment and evaluation while everything that is put into our subconscious in a subliminal way does not meet the resistance of reason because it is exempt from assessment and criticism. In that way, subliminal messages are imprinted in the brain and imperceptibly affect our estimations, attitudes and behavior, while avoiding consciousness. The reflection of subliminal messages can have an impact on various areas, such as creating unrealistic attitudes about products, unnecessary purchases, dependence on various brands and personal experience of the world and life. Fromm (1984, according to Miliša et al., 2010, p. 69) states: "... with a bottle of Coca-Cola we drink a picture of a beautiful boy and a girl, we drink a big American habit; and our palate... we drink it for it the least."

Suggestive methods create hidden needs that are sold together with goods, such as emotional security, trust in our own value, satisfying our ego and sense of power. This list can also include several appeals for acquiring customers: love, beauty, health, parental love, superiority, entertainment, comfort, etc. (Martinić, 1994). These messages can be harmful in adolescence, in the process of forming social relationships, maturity and relationships with peers. They can on one hand have a bad impact on self-perception and experience of our own success, and on the other hand, through purchasing certain products, create a feeling of prestige and false sense of power. Subliminal messages affect the formation of certain patterns of behavior that become a characteristic of not only an individual, but also a part of a society. This is how a path for managing and manipulating the behavior of people is opened.

### **Protecting children from manipulation with media content**

The impact of advertising on children's behavior has been confirmed through numerous studies. It is a fact that children up to the age of four or five need help the most because they cannot make a difference between reality and media images (Košir et al., 1999). Although some scientists who study marketing claim that children as young as three or four years of age understand the intentions of advertisements (Donohue, Henke & Donohue, 1980; Roedder, 1999), most of them have an opposite opinion. They argue that while watching television programme, children younger than 8 cannot make a difference between the programme and advertisements (Carroll, 1984; Young, 1997; Oates, Blades & Gunter, 2002; Wilcox, 2004). The reason for this is the developmental phase of egocentrism which is a common feature in this age group, meaning that this age group lacks the ability to perceive the perspectives of others, which causes confusion in thinking.

Therefore, all children should be protected from the content that may harm their proper physical development, according to Article 17 of the Convention on the Rights of the Child. For this purpose, the Law on Electronic Media and Law on Protection of Minors were passed in 2009 and 2010 respectively. Further explanations about advertising policies and services are presented in the "HURA Code of Advertising". The content which the HURA Code contains include: mes-

sages must not abuse the natural naivety of children or their lack of life experiences; messages must not use direct appeals to purchase; messages must not affect children directly so that they force their parents or guardians to purchase products; messages must not create the perception that children will be inferior to other children if they do not purchase a certain product or if their parents or guardians do not purchase them (HURA, 2010).

The Children's Ombudsman Report for 2010 includes: "We still believe that certain regulations do not protect children adequately from potentially negative effects of advertising, and the pressure from advertisers to child population is becoming more powerful. Therefore, through series of activities, such as warnings and recommendations to companies, government institutions and bodies, and public appearances in professional conferences and in the media, we are trying to raise awareness of the need for better regulation of this area and encourage the executive and legislative power to realize it," (Children's Ombudsman Report for 2010, 2011, p. 74).

The fact that there has not been any significant progress in previous years is confirmed in the Children's Ombudsman Report for 2013, saying: "In December 2013, we also addressed the Government, reporting on our many years of unsuccessful efforts in protecting children in relation to advertising beer and inadequate regulation in this area. The Ministry of Health has informed us on amendments to the legislative framework for food as a consequence of Croatia entering the European Union, stating that the legal authority to issue regulations on labeling, advertising and presentation of food is no longer held by the Minister of Health, but the Minister of Agriculture. The Ministry of Agriculture has, in turn, reported that the failure in regulation should be addressed to Ministry of Health, which is responsible for drafting and sending the Rule book for publication in the Official Gazette, as well as the fact that the new Law on food was passed, which, in their opinion, does not provide foundations for adopting regulations that would prohibit or allow advertising of alcoholic beverages, but that the area of advertising of alcoholic beverages is regulated by the Law on Media and Law on Electronic Media ... "(Children's Ombudsman Report, 2013, 2014, p. 88). In reviewing the Children's Ombudsman Reports from previous years, it is evident that there are many ambiguities and legal obstacles to the possibilities for protecting children from potentially negative consequences of advertisements.

### **Socialization of consumers and education for media**

In order to participate in the market independently and responsibly, it is essential that children gain experience about advertising and shopping while growing up. These experiences include the process by which young people acquire skills, knowledge and attitudes relevant to their functioning as consumers in the market, the so-called socialization of consumers. It includes gaining knowledge about products, brands and shopping, the ability to make purchase decisions, as well as gaining certain values associated with materialism (Roedder, 1999). Socialization of children-consumers is a result of children's social environment. The main factors for children's consumer socialization are parents, peers, schools and communication of sophisticated marketing companies. It is also important to mention media, especially television, although companies are increasingly turning to online media (Calvert, 2008).

Deborah Roedder John (1999) defined three stages of socialization of children consumers. These stages are connected to children's age and their cognitive abilities to remember and store information in long-term and short-term memory. The first stage is perceptual and includes ages three to seven. It is characterized by tendency to certain well-known brands that they know superficially and focusing on currently available products. When turning three, children identify their own value with what they own and so formed view of the world is difficult to be changed. It is therefore important to develop critical thinking toward shopping and materialism in early childhood (Franz, 2013).

The next phase is analytical and includes ages seven to eleven. At this age, children can think abstractly, assess different types of products offered and think before making a decision. The period from age eleven to sixteen includes a reflective phase which represents orientation



of the young toward the market, when they use brands to express their attitudes, but are also aware of their social roles, which affects their buying decisions (Roedder, 1999). Goldstein (1998) presents research results which have consistently shown that parents and peers have a more powerful influence on children than mass media.

Furthermore, the author claims that children's curiosity about various products is not a result of advertising, but interpersonal communication. It is impossible to isolate the effect of television advertisements from other influences, and when it comes to television advertisements, several factors need to be taken into account, such as child's age, socio-economic status of the family, parents' level of education and cultural factors. Goldstein (1998, p. 7), states: "Suppose that we don't allow children younger than 12 to watch advertisements. What will happen to overprotected children when they finally become exposed to advertisements?" Goldstein believes that we should teach children how to make good choices for themselves, so they can evaluate and choose from many messages that are offered. The author believes that the best way to protect children what the adults fear advertisements will lead them to (alcohol and drugs, violence, pornography) is to set an example, talk to them and encourage them to talk to their parents about the subject.

However, research results show that only 10 to 15% of children talk to their parents about what they had watched, listened or read, which is less than they do to their peers (Košir et al., 1999). Besides talking to children, effective approach also includes watching the television content together with the children and talking about the content. In doing so, parents should not wish to form the child's television experience, but participate jointly in the programs (Desmond et al., 1985).

Because of complexity of the use of media and media influence, the contribution of media pedagogy, which has developed in response to challenges of media activities, is extremely significant. Media pedagogy "does not only refer to basic requirements of children and young people growing up in the world of media and IT techniques, but also possibilities of using information, chances for education and learning and development of competencies and criticism towards media which have developmental and/or manipulative role (Miliša & Tolić, 2008, p. 115). Media pedagogy covers a wide area of mediology, and education for the media which implies the development of critical thinking and acting is a particularly important area when it comes to net-generations".

The goal of education for media is adopting competencies that are a central concept in media pedagogy. "They include all abilities that an individual needs to adopt within the media-information society; from using media products, exchanging media messages, media reflections (particularly in analyzing intercultural phenomena and media criticism)", furthermore, "media education analyzes messages from the media and compares them with educational values" (Tolić, 2009, p. 101).

According to the definition of the Finnish scientist Sikke Mikkinen from 1978 (according to Erjavec Zgrabljic, 2000), education for the media should allow media users a higher level of cognitive, aesthetic, ethical and philosophical knowledge of the media and media content. It is in the area of advertising where the effect of media education is significant because it prepares children for critical thinking and critical reflection on advertisements in order to be able to resist manipulative and subliminal effects of certain advertisements. Media education should not be ignored by the school system and must be treated seriously within the society. In the manual about media education for teachers and parents "Life with media" (Košir et al., 1999), it is pointed out that the effectiveness of media education can be satisfactory if parents, teachers, media personalities and decision makers realize together that they play a significant part in developing greater critical awareness among listeners, viewers and readers.

## Conclusion

Researching and observing the media has revealed different forms of manipulation with children in order to achieve financial profit. However, instead of fearing media and characterizing it as a potential danger for forming social interests and values, it is important to create a successful media policy towards children which, among others, depends on media strategies as well as short-term and long-term planning and implementation of some activities, initiatives and procedures. They can be used as basis for proposing proper laws (Zgrabljic Rotar, 2005). Implementation of legislation should be systematically monitored and adjusted and its laid down principles need to be followed. Prior experience shows that there is no systematic monitoring or punishing the offenders, which still leaves enough space for repeated “innovation” in the area of manipulation with children through advertising.

However, advertising, regardless of its power, cannot overcome the influence of example made by parents, and children often imitate their families (Ilišin, Marinović-Bobinac & Radin, 2001). Therefore, the Children’s Ombudsman has stated in her report (2011, p. 74): “Responsibility for protection of children, including development of critical attitudes of children towards the content they are offered, before all else, is held by parents. They are first to be called to direct the upbringing of children and teach them to distinguish desires from actual needs.” If a family measures its status through consumerism, then the child will also focus on branded products. In families that are oriented to human values, children will also build their self-awareness on ethical, cultural and moral values (Košir et al., 1999). It is important to reasonably monitor younger children when they are just getting to know the range of the mass media because they are an integral part of everyday life of adults and children. Therefore, as stated by Malović (2007, p. 9), “media bring into a home a certain worldview which may not be welcomed. However, it should not be completely rejected.” So, education for consumer protection should teach children to be informed consumers, resistant to aggressive advertising, make their own decisions that are sustainable towards health, economic, social and political consequences of their consumer behavior and that will take into account the protection of personal and common good (Children’s Ombudsman for 2010, 2011). All these processes require continuous education and active participation of all participants who are in any way responsible for the care of children and families.

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## Reklamne medijske poruke i odgoj za medije

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### Sažetak

Svrha rada je prikazati različite utjecaje reklamnih poruka na zdravlje i socijalno funkcioniranje djece kao i mogućnosti zaštite od onih sadržaja koji mogu štetiti njihovom pravilnom psihofizičkom razvoju. Prema studiji centra za istraživanje tržišta GfK, reklame na televiziji prati 84% djece, a 58% djece zapaža sadržaje velikih plakata. Postoje različiti podatci istraživanja o broju reklama koje pogledaju djeca a procjena je da do punoljetnosti djeca pogledaju oko 80 000 reklama. Hrana kao najprisutniji sadržaj u reklamama, u televizijskom programu spomene se oko desetak puta u sat vremena a dječji program sadrži brojne reklame nezdrave hrane. Mladi i djeca su populacija na koju se najlakše utječe, dok s druge strane djeca najlakše utječu na roditelje pa se smatra da su djeca dobri „reklamni agenti“. Predviđanja marketinških stručnjaka su da će se svakih deset godina udvostručiti kupnja na koju će utjecati djeca. Djeca vide ono što im tržište diktira te se na taj način potiče potrošački konzumerizam koji rezultira brojnim nepoželjnim posljedicama u doživljaju sebe i interpersonalnim odnosima. Veliki problem u reklamama su subliminalne poruke kojima se žele postići određeni ciljevi kroz nevidljivi način djelovanja. Zbog toga subliminalne poruke mogu imati stanoviti utjecaj na adolescenate u fazi formiranja socijalnih odnosa, zrelosti i odnosa s vršnjacima. Stoga je potrebno u odgojno – obrazovni sustav uključiti odgoj za medije u cilju razvoja kritičkog mišljenja, otpornosti na agresivne reklame, donošenja odluka usmjerenih osobnom i općem dobru te za korištenje pozitivnih sadržaja medija koji mogu doprinjeti proširenju informiranosti i znanja.

**Ključne riječi:** djeca; edukacija; reklame; subliminalne poruke; zaštita potrošača